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ABSTRACT

The list of recommended attitudes, concepts, and skills described in these reading education guidelines provides the basis for certification of reading personnel, development of college and university programs in reading education, ; Program Construction roles, self-assessment of persons in reading education, and evaluation of the performance of persons assigned to any of the reading-related roles. After a brief description of the general and specific academic preparation required in reading education, the cognitive, affective, and performance oriented capabilities are organized according to the following major divisions: language foundations for reading (language as a communication system and language development); comprehension (literal, interpretive, and critical, and reference and study skills); word analysis; enjoyment of reading; diagnostic teaching (diagnostic evaluation, organizing school and classroom for diagnostic teaching, adapting instruction to needs of students with varied linguistic backgrounds, and instruction of students with special reading needs); and program planning and improvement (interaction with parents and community, instructional planning, and initiating improvements). Each capability is designated as an attitude, concept, or skill and related to the appropriate reading educator roles. (MAI)

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GUIDELINES FOR THE PROFESSIONAL PREPARATION OF READING TEACHERS

Developed by the
Professional Standards and Ethics Committee
of the
International Reading Association
May 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INTRODUCTION

Reading skills are required by children and adults for success in all educational and in most social and vocational endeavors. All educators are involved in teaching or reinforcing reading skills and in promoting the uses of reading related to their fields and levels of instruction. Therefore all teachers, as well as reading personnel, should be prepared in reading education as it relates to their particular roles, as well as in specific attitudes, concepts, and skills.

Titles used for persons in Roles 1-7 vary widely; e.g., the person in Role 4 may be called reading consultant, reading coordinator, reading supervisor, or reading resource person. For this reason, attitudes, concepts, and skills in this document are related to roles rather than to titles. Furthermore, many persons in reading education are responsible for more than one role. The International Reading Association recommends that every person attain the attitudes, concepts, and skills needed for all assigned roles.

The list of attitudes, concepts, and skills is intended to provide the basis for:

- certification of reading personnel
- development of college and university programs in reading education
- approval of college and university programs in reading education
- assessment of qualifications of persons seeking employment in any of the seven roles
- self-assessment of persons in reading education
- evaluation of the performance of persons assigned to any of the seven roles

GENERAL ACADEMIC PREPARATION

All persons in reading education should have the following:

I. A bachelor's degree plus additional study and/or experience as needed to develop the attitudes, concepts, and skills itemized below.

II. Preparation in foundation courses such as developmental psychology, educational psychology, educational measurement, and learning theory.

III. Preparation as consumers and/or producers of research as appropriate for the role.

IV. Completion of a sequence of professional experiences which includes early and continuous involvement with student learners.

SPECIFIC ACADEMIC PREPARATION

Two general approaches to teacher preparation are currently in use: 1) modules based on sequences of attitudes, concepts, and skills to be attained and 2) credit hour courses. Often these approaches need to be equated. This can be done by studying course content to ascertain that all essential attitudes, concepts, and skills are dealt with in at least one course.

The terminology used here is that of the institutions of the United States. It must be adapted for those in other countries. For the purpose of this document, one semester hour is approximately 15 clock hours of instruction.

To assist those institutions and certifying agencies that use the credit hour approach, the following hours of preparation in reading education (graduate and/or undergraduate) are recommended:

Role 1 (teaching readiness and developmental reading at pre-kindergarten, kindergarten, and primary levels) 6-9 semester hours, to include preparation in the following areas: developmental reading instruction including diagnostic teaching, children's literature, language development, language arts instruction.

Role 2 (teaching developmental and content area reading beyond the primary level) 6-9 semester hours, to include preparation in the following areas: developmental reading instruction including diagnostic teaching, language arts instruction, reading in the content areas, literature for children/youth/reading-handicapped adults.

Role 3 (teaching clinical/remedial reading) 15-21 hours at the graduate level, to include the following areas: developmental reading instruction, language arts instruction, foundations of language development, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, a practicum in clinical/remedial instruction and supervision.

Role 4 (providing consultant service in reading instruction to school personnel) 21-27 semester hours at the graduate level, to include preparation in the following areas: developmental reading instruction, foundations of language development, language arts instruction, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, a practicum in clinical/remedial instruction, research in reading, leadership for instructional change, a practicum/internship in consulting and supervision.

Role 5 (directing/supervising systemwide reading programs) 27-36 semester hours at the graduate level, to include preparation in courses covering the following areas: developmental reading instruction, foundations of language development, reading in the content areas, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, research in reading, organizing/managing/evaluating a reading program, leadership for instructional change, curriculum development, a practicum/internship in reading program development and supervision.

Role 6 (preparing candidates for Roles 1 and 2) masters degree in reading plus a minimum of 30 credit hours with emphasis in reading including preparation and experience appropriate to courses taught.

Role 7 (preparing candidates for Roles 3, 4, 5, 6) a doctorate with emphasis in reading education including preparation and experience appropriate to courses taught.

It is further recommended that all persons entering Roles 3, 4, 5, 6, and 7 have at least three years of experience in reading or language arts as classroom teachers in an elementary or secondary school.

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SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS

1 Primary teaching
2 Post-primary teaching
3 Clinical/remedial
4 Consultative
5 Directive/Supervisory
6 Teacher training
7 Specialized training

A Attitudes C Concepts S Skills

More than half of these attitudes, concepts, and skills apply to all persons in reading education. Varying levels or degrees of attainment must be expected of persons in varying roles.

Certain of the capabilities listed below are cognitive (C) and can be measured through exams, papers, etc.; others are affective (A) and can be measured through extended observation and/or discussion; others are performance oriented (S) and can be adequately measured only in practicum situations.

I. Language Foundations for Reading		
A. The English language as a communication system		
1. Understands the concept of language as a symbol system for transmitting ideas, information, and feelings	C	1 2 3 4 5 6 7
2. Understands phonemic structure, morphemic structure, semantics, syntactic and intonation patterns	C	1 2 3 4 5 6 7
3. Understands the historical development and the patterns of change in the English language	C	6 7
4. Respects linguistic differences as they relate to sociocultural and economic environment	A	1 2 3 4 5 6 7
5. Understands American English dialects and usage styles	C	1 2 3 4 5 6 7
6. Understands major theories concerned with the processes of language use, especially the process of reading, and the nature of language acquisition	C	1 2 3 4 5 6 7
B. Language development		
1. Understands the principles and stages of physical, socioemotional, and intellectual development	C	1 2 3 4 5 6 7
2. Understands the importance of oral language development as a foundation for beginning reading instruction	C	1 3 4 5 6 7
3. Understands the relationship between continuous language development and readiness for reading achievement at any level	C	1 2 3 4 5 6 7
4. Helps students to develop prereading skills	S	1 3 4 5 6 7
5. Stresses language development in all instructional activities, including play and dramatic experiences	S	1 2 3 4 5 6 7
6. Provides students with experiences for developing, extending, and enriching listening, speaking, and writing skills and relating them to reading	S	1 2 3 4 5 6 7
II. Comprehension		
A. Literal and interpretive comprehension		
1. Develops a functional understanding of comprehension processes	C	1 2 3 4 5 6 7
2. Teaches the tasks of literal and interpretive comprehension	S	1 2 3 4 5 6 7
3. Teaches meaning signals given through language structure and patterns: sentence patterns, punctuation clues, paragraph structures, styles of discourse (narrative, descriptive, expository, argumentative)	S	1 2 3 4 5 6 7
4. Integrates teaching of literal and interpretive comprehension skills with the teaching of the subject matter in the content areas	S	1 2 3 4 5 6 7
5. Teaches meanings of words by developing understanding of context clues, structural clues, figurative language, idiom, and use of dictionary	S	1 2 3 4 5 6 7
6. Teaches students to apply literal and interpretative comprehension skills to materials and tasks of everyday life	S	1 2 3 4 5 6 7
B. Critical comprehension		
1. Develops a functional understanding of the nature of critical comprehension	C	1 2 3 4 5 6 7
2. Teaches students to evaluate material in terms of its recency, accuracy, adequacy, and relevancy	S	2 3 4 5 6 7
3. Teaches students to analyze the logic of statements and to understand the impact of propaganda techniques	S	2 3 4 5 6 7
4. Teaches students to distinguish between reality and fantasy, fact and opinion	S	1 2 3 4 5 6 7
5. Uses varied questioning strategies for developing thinking/reading skills	S	1 2 3 4 5 6 7
C. Reference and study skills		
1. Teaches students to set specific purposes for their reading	S	1 2 3 4 5 6 7
2. Teaches students to use the study aids in books: table of contents, glossary, index, footnotes, appendices, headings, questions	S	1 2 3 4 5 6 7
3. Teaches students to locate materials in a media center/library	S	1 2 3 4 5 6 7
4. Teaches students to prepare and use bibliographies	S	2 3 4 5 6 7
5. Teaches students to use reference materials	S	2 3 4 5 6 7
6. Teaches students to summarize, outline, take notes, and combine information from a number of sources	S	2 3 4 5 6 7
7. Teaches students to vary reading rate according to purpose for reading and difficulty of material	S	2 3 4 5 6 7
8. Teaches students to use an independent study method such as SQ3R	S	2 3 4 5 6 7
III. Word Analysis		
1. Demonstrates an understanding of the interrelatedness of word analysis skills and comprehension skills and of the limitations of word analysis in isolation	C	1 2 3 4 5 6 7
2. Understands that a variety of word analysis strategies is required to meet the needs of individual learners	C	1 2 3 4 5 6 7
3. Understands the differences in procedures for teaching word analysis among the various approaches to reading instruction	C	1 2 3 4 5 6 7

SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS

A Attitudes C Concepts S Skills

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4. Teaches a) whole-word recognition, b) phoneme-grapheme relationships, c) use of context in conjunction with other clues, d) structural analysis, e) synthesis of phonemic and structural elements, and f) dictionary usage	S	1	2	3	4	5	6	7
5. Conducts a variety of individualized and group activities to stimulate mastery of word analysis skills	S	1	2	3	4	5	6	7
IV. Enjoyment of Reading								
1. Believes that a reading program must strongly foster pleasure in the reading act as well as skill mastery	A	1	2	3	4	5	6	7
2. Sets an example for students by reading extensively for pleasure and professional growth	A	1	2	3	4	5	6	7
3. Is familiar with appropriate materials for the enjoyment reading of students at the level taught	C	1	2	3	4	5	6	7
4. Is familiar with materials designed to appeal to the reading-handicapped learner	C	1	2	3	4	5	6	7
5. Encourages maximum use of the library	S	1	2	3	4	5	6	7
6. Creates an environment that stimulates the desire to learn to read and to continue reading	S	1	2	3	4	5	6	7
7. Assesses, records, and expands students' interests in reading	S	1	2	3	4	5	6	7
8. Tells stories and reads orally in an effective manner	S	1	2	3	4	5	6	7
9. Involves students in creative experiences such as dramatics, puppetry, and choral reading which enhance the enjoyment of literature	S	1	2	3	4	5	6	7
10. Plans creative experiences in literature to develop awareness of the writer's craft	S	1	2	3	4	5	6	7
11. Directs students to books which help them meet personal needs	S	1	2	3	4	5	6	7
12. Promotes the reading of library materials related to the content areas	S		2	3	4	5	6	7
13. Arranges sharing experiences in which students stimulate each other to read for enjoyment	S	1	2	3	4	5	6	7
V. Diagnostic Teaching								
A. Diagnostic evaluation								
1. Regards diagnosis as an ongoing process, not a one-time activity	A	1	2	3	4	5	6	7
2. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess readiness for reading instruction	S	1		3	4	5	6	7
3. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess reading ability at each level of reading achievement	S	1	2	3	4	5	6	7
4. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess ability in skills necessary to read content area materials	S		2	3	4	5	6	7
5. Identifies patterns of behavior which might indicate physical, social, emotional, and/or intellectual impairments that may affect the student's progress in learning to read	S	1	2	3	4	5	6	7
6. Follows the appropriate procedures to refer students to agencies and individuals for in-depth diagnosis	S			3	4	5		7
7. Understands the various methods for estimating achievement level and their limitations	C	1	2	3	4	5	6	7
8. Identifies student interests in and attitudes toward reading	S	1	2	3	4	5	6	7
9. Understands the characteristics, strengths, and weaknesses of different types of measurement devices	C	1	2	3	4	5	6	7
10. Applies principles of test construction to the design and development and/or selection and use of instruments for diagnosis	S	1	2	3	4	5	6	7
11. Develops with physicians, psychologists, counselors, speech and hearing specialists, and other specialists case studies of students who have severe reading deficiencies	S			3	4	5		7
B. Organizing school and classroom for diagnostic teaching								
1. Subscribes to the concept of diagnostic teaching as it applies to every learner	A	1	2	3	4	5	6	7
2. Understands the extent of student variability in language aptitude, experience, and skills attainment	C	1	2	3	4	5	6	7
3. Forms and uses in the classroom several types of instructional groups: power (instructional level) groups for initial instruction, flexible specific skills reinforcement groups, interest/activity groups for personalized application of skills and for enjoyment	S	1	2	3	4	5	6	7
4. Differentiates instruction as indicated by assessment of students' individual backgrounds, personal adjustment, aptitude, interests, and achievement	S	1	2	3	4	5	6	7
5. Uses a variety of materials suitable for differentiating instruction at a number of difficulty levels and for students with varying needs	S	1	2	3	4	5	6	7
6. Systematically records the results of diagnostic assessment and the progress of individual students in the several aspects of reading development	S	1	2	3	4	5	6	7
7. Modifies instruction on the basis of information in student records	S	1	2	3	4	5	6	7
8. Uses differentiated instruction in the teaching of reading in the content areas	S		2	3	4	5	6	7
9. Develops and uses games and other activities appropriate for diagnostic teaching	S	1	2	3	4	5	6	7
C. Adapting instruction to needs of students with varied linguistic backgrounds								
1. Displays a positive attitude toward the ability of all students of whatever socioeconomic, cultural and linguistic background	A	1	2	3	4	5	6	7
2. Accepts and builds upon all of the students' divergent patterns of language in the early stages of transition to the language of instruction	A	1	2	3	4	5	6	7
3. Understands the difference between oral reading errors and those miscues which are the result of speech variations related to special linguistic backgrounds	C	1	2	3	4	5	6	7
4. Adapts instructional techniques to the needs of students with divergent dialects	S	1	2	3	4	5	6	7

SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS	A Attitudes C Concepts S Skills	1 Primary teaching 2 Post-primary teaching 3 Clinical/remedial 4 Consultative 5 Directive/Supervisory 6 Teacher training 7 Specialized training
D. Instruction of students with special reading needs		
1. Empathizes with reading-handicapped learners and their sensitivity to other persons' reactions to their deficiencies	A	1 2 3 4 5 6 7
2. Understands the nature and multiple causes of reading/learning disability	C	3 4 5 6 7
3. Selects and uses a variety of high interest materials and appropriate techniques for helping students with severe reading/learning difficulties	S	3 4 5 7
4. Uses appropriate techniques for teaching reading to the gifted and talented	S	3 4 5 7
5. Develops, equips, and operates special reading rooms, clinics, or other facilities to aid students with special reading needs	S	3 4 5 7
VI. Program Planning and Improvement		
A. Interaction with parents/community		
1. Understands the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a program	A	1 2 3 4 5 6 7
2. Knows the influence that social, economic, and cultural patterns have on language development	C	1 2 3 4 5 6 7
3. Obtains parental assistance in the home and in community activities which encourage student growth in reading	S	1 2 3 4 5 6 7
4. Interprets the reading/language program to the community	S	1 2 3 4 5 6 7
B. Instructional planning: curriculum and approaches		
1. Believes in superior reading instruction as a top priority in the educational system	A	1 2 3 4 5 6 7
2. Develops a program in reading that will accommodate the needs of all learners	S	1 2 3 4 5 6 7
3. Leads a community to develop a quality reading program within its financial capabilities	S	5 7
4. Values objectivity in judging differing approaches to reading instruction	A	1 2 3 4 5 6 7
5. Appreciates the concerns of content area teachers regarding problems they face in teaching reading as well as content	A	3 4 5 6 7
6. Uses techniques which interrelate skills and abilities of language development, word analysis, comprehension, flexibility of rate, study skills, and literary appreciation	S	1 2 3 4 5 6 7
7. Has broad familiarity with developmental, supplementary, nonprint, and library materials useful in teaching reading	C	1 2 3 4 5 6 7
8. Understands several instructional approaches, including group instruction in a developmental reading series, individualized self-selected reading, individualized systems-management approach, language experience approach	C	1 2 3 4 5 6 7
9. Organizes groups of students to provide the most efficient use of time available for reading instruction	S	1 2 3 4 5 6 7
10. Organizes groups of teachers in preservice and inservice education to provide the most efficient use of time for reading education	S	4 5 6 7
11. Uses processes involved in curriculum construction and revision	S	4 5 6 7
12. Plans for the integration of reading instruction with other elements of the curriculum	S	4 5 7
C. Initiating improvements		
1. Believes there are individual differences among adults just as there are among children and that this requires multiple approaches to the development of their professional growth	A	4 5 6 7
2. Is willing to counsel objectively with college students whose personality and/or ability precludes the likelihood of their success as teachers of reading	A	6 7
3. Uses a variety of professional resources in seeking solutions to instructional problems in reading and language development	S	1 2 3 4 5 6 7
4. Applies principles of adult psychology in analyzing problems of resistance to instructional change and in leading staff, either in groups or as individuals, around obstacles to progress	S	4 5 7
5. Conducts needs assessment/action research to determine program weaknesses	S	4 5 7
6. Participates in a needs assessment/action research to determine program needs	S	1 2 3 4 5 6 7
7. Works with staff to specify the objectives for a total program of reading instruction	S	4 5 7
8. Plans, conducts, and evaluates inservice programs in reading instruction	S	4 5 7
9. Conducts research in reading instruction	S	4 5 6 7
10. Plans and prepares materials such as bulletins, curriculum guides, journal articles, project analyses, and information releases	S	4 5 6 7
11. Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers, and other concerned adults in operating an integrated, efficient, total reading program	S	4 5 7
12. Contributes to curriculum development, school personnel policies, and administrative policies related to reading instruction	S	1 2 3 4 5 6 7
13. Uses supervisory techniques appropriate to the task and personnel involved	S	5 7
14. Uses efficient budget procedures	S	4 5 7
15. Functions as a resource person with special knowledge of diagnostic teaching procedures	S	3 4 7
16. Uses effective procedures for evaluation of professional reading personnel	S	5 7
17. Uses effective procedures for evaluation of reading programs school or systemwide	S	4 5 7
18. Prepares statistical data	S	5 7
19. Joins and is active in organizations which stimulate professional growth	A	1 2 3 4 5 6 7